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ABSTRACT

Since Fall of 1973, the population of Oglala Sioux Community College has remained fairly constant, averaging 339 students in the fall and 380 in the spring. In Spring, 1978, 64 percent of the student body attended part time, with an average of 68 percent being female. Although the number of graduates has increased from 7 in 1974 to 24 in 1978, the retention rate has dropped from 76 percent in 1975 to 57 percent. Enrollment is strongly influenced by local employment patterns. Government, state, and tribal programs cause sudden changes in enrollment when they require employees to take classes. Availability of financial aid programs and employers' support of their employees taking college courses are also influences. Because of the shifts in both the financial aid programs and the employment training picture, enrollment projection is difficult. Many young people leave the reservation and no large college age population boom can be predicted. Based on projected reservation growth, however, student enrollment should be 386 in 1980-81 and 406 in 1983-84. Protection from unexpected enrollment fluctuations can be provided by working closer with employers, providing courses to compliment federal programs, and directing recruiting efforts at both high school counselors and students. (DS)

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Enrollment Data and Future Projections

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Oglala Sioux Community College
1972 – 1984

RC 011210

Jeanne Smith
June, 1978

INTRODUCTION

In preparing for accreditation candidacy, the Oglala Sioux Community College must look closely at previous student enrollment statistics to help us project the future growth of the College as well as to better understand who Oglala Sioux Community College students are. We need to learn:

1.) What have the enrollment figures been for the College, and what trends do they reflect?

2.) What do reservation census figures imply for the growth of the Oglala Sioux Community College?

3.) What growth can the College reasonably expect in the next six years?

The purpose of this report is to attempt to answer the above questions. However, in the view of this researcher, this report raises as many questions as it answers. A list of suggestions for further research is therefore included at the end of this report.

WHAT HAVE PAST ENROLLMENT FIGURES BEEN?

Because the College kept only minimal statistics on the student population from its inception in 1970 until the fall of 1973, and because of a fire in June of 1975, some early College population figures are not available. However, we do have some early data, and records from the fall of 1972 until the present have been systematically kept and do reflect an accurate picture of the student body.

The following chart looks at fall and winter courses as one group, and summer courses as a separate, smaller group. Total enrollment figures, percentages of full and part-time students, male and female students, retention rates, and age groupings are all included on the chart. The mean for each column is given at the bottom of the chart.

Although several tests of significance were applied to see if apparent changes in the percentages of full and part-time students, FTE rates and retention rates were significant, none were significant at anything lower than the 40% level. Thus, the observations below must remain at the conjecture level. However, even on the conjecture level, interesting trends should be mentioned.

1. The population, although fluctuating, has remained fairly constant since Fall 1973. We averaged 339 students each fall and 380 each spring. We may have had slight growth, but only slight. In fact, the Fall 1973, Fall 1976, and Spring 1978 enrollment figures are all the same - 368 students! The highest enrollment occurred in Spring 1977, (455 students) and the lowest was in Fall 1974 (261 student).

2. We have had a general increase in the percent of full-time students and a corresponding decrease in the present of part-time students. Our current full-time enrollment, 36%, is 8 percentage points above the mean, while our current part-time enrollment, 64% is 8 percentage points

CHART I
OGLALA SIOUX COMMUNITY COLLEGE
STUDENT STATISTICS

	Enrollment Total	% Full Time	% Part Time	FTE Attempted	Retention Rate	Graduates	% 15-19	% 20-24	%25-29	%30-34	%35-39	%40-44	%45+	% F	% M
11 1972	348	19%	81%	184	N.A.		N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	61	39
ring 1973	393	21%	79%	204	N.A.		N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	67	33
11 1973	368	34%	66%	222	76%		N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	56	44
ring 1974	303	23%	77%	184	70%	7		Mean Age: 28						68	32
11 1974	261	24%	76%	161	63%			Mean Age: 29						72	28
ring 1975	337	24%	76%	201	72%	8		Mean Age: 28						65	35
11 1975	366	23%	77%	216	55%		2	21	31	17	14	7	6	59	41
ring 1976	436	26%	74%	310	46%	19	2	26	31	14	17	6	4	62	38
11 1976	368	41%	59%	275	62%		4	30	30	18	10	5	4	61	39
ring 1977	445	35%	65%	295	53%	19	2	21	28	19	13	9	9	62	38
11 1977	321	31%	69%	221	57%		3	25	30	16	12	7	7	76	24
ring 1978	368	36%	64%	295	NA	24	2	29	24	18	7	10	10	68	32
an:	360	28%	72%	231	61.5%		2.5	25	29	17	12	7	6.6	64%	35%
11 Mean:	339	29%	71%	213	63%		3	25	30	17	12	6	6	64	36
ring Mean:	380	28%	73%	248	60%		2	25	28	17	12	8	8	65	35

SUMMER SCHOOL (INCOMPLETE DATA)

mmer 1974	123													76	24
mmer 1975	173													68	32
mmer 1976	147				66%									70	30
mmer 1977	80	34%	66%				1%	24%	26%	25%	10%	10%	3%	82	18
an:	131													74%	26%

3. Our full-time equivalency rate (FTE) has had a general increase from a low of 162 in Fall 1974 to a high of 310 in Spring 1976. The current figure of 295 is 64 points above the mean.

4. We have had a steady increase in the number of graduates from a low of 7 in 1974 to 24 in 1978.

5. The age groups from which we draw students have remained constant in the 15-19, 20-24, 25-29, 30-34 age groups, have decreased in the 35-39 age group and have increased in the 40-44, 45 + age groups.

6. We have had a consistently larger number of female students (mean: 64%) ranging from 56% in 1973 to 82% in the summer of 1977.

7. Our retention rate appears to be dropping from a high of 76% in Fall 1973 to a low of 46% in Spring 1976. The most recently recorded rate was 57%.

ENROLLMENT FLUCTUATION

I was particularly puzzled by the apparently random fluctuation in College enrollment figures from 1973-78. Discussions with past Registrar and current Financial Aide Director, Sissy Eagle Bull, however, revealed that there are often reasons for the swings in enrollment.

Fall	1973	368	
Spring	1974	303	
Fall	1974	261	*Public Service Careers & New Careers ended. Trainees in both programs were required to take classes.
Spring	1975	317	
Fall	1975	366	
Spring	1976	436	*Indian Action required their employees to take Math and other general courses.
Fall	1976	368	*Title 7 ended. (Title 7 trainees had been required to take classes). Title 1 aides hired late, were not albe to register for classes. Release time ends for Title I, BIA employees.

Spring	1977	445	*Indian Action required their trainees to take Math and other general courses.
Fall	1977	321	*Title 1 hired late, not able to register for classes.
Spring	1978	368	

The information above would seem to indicate that enrollment in OSCC classes can be strongly influenced by the local employment picture. Government, State and Tribal programs which require their employees to take classes have caused sudden decreases in enrollment when the programs end (Fall 1974), or when people are hired late (Fall 1977). The same kinds of programs have caused sudden increases when they add a large number of new employees or when the programs require extra course work (Spring 1976, 1977).

Another factor linked to the employment situation is the employer's support for employees to take college courses. Agencies which have linked promotions to training, such as the BIA, New Careers, and Title I have supplied incentive for many of their employers to take courses. Originally many of these programs provided release time for employees to take afternoon classes. When this policy was changed (Fall 1976) a corresponding reduction in enrollment occurred. However, employees in such programs still take many classes in an effort to gain promotions to advance to professional careers.

Financial aide programs have also caused some fluctuation in college enrollment. When requirements change or are difficult to understand and when programs are added or withdrawn, shifts in our enrollment occur. Since 90% of our students receive financial aide from programs such as BEOG, the Veterns Program, the BIA, and miscellaneous on the job training funds, and because these programs can change or be dropped overnight, we have to realize that projecting the impact of future financial aide is a shady task at best.

In fact, the combination of shifting financial aide programs and the shifting employment/training picture make projecting future enrollment a shaky task at best.

WHAT DOES THE RESERVATION CENSUS IMPLY FOR THE GROWTH OF OSCC?

Originally, census data was obtained to use in a complex formula which projects college growth (Chart #4). However, the census data by itself is helpful in discussing possible growth of the college. On the chart which follows, the reader can compare stratified census data from 1977* and 1967* as well as comparative figures for the percentages of people in each age group.

At least two things should be noted in reading this chart:

1. The population has increased 2047 in the last 10 years, approximately 205 per year. Thus, since 1972 when we have figures for the College Center population, the reservation population has grown approximately 1,230. Yet, in the fall of 1973 we had 368 students; we currently have 368 students.
2. The percentage of people in each age group has remained constant from 1967-1977, varying at best 3%. Thus, no large population boom can be predicted for the college ages of 18 and over, even though the population is growing. People seem to migrate off the reservation when they reach their late teens in a similar proportion each year. According to Eileen Maynard and Gayla Twiss in That These People May Live, "Almost half (47% of sample population) have lived one continuous year or more off the reservation, 60% of the mixed bloods and 34% of the Full Bloods." (p.29).

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*The 1977 data is from the Oglala Sioux Tribe's Contracts Office, the 1967 data is from the Public Health Service's community Mental Health Program.

CHART II
PINE RIDGE RESERVATION CENSUS 11-7-77

	AGES 0-14 1963-1977	AGES 15-19 1958-1962	AGES 20-24 1953-1957	AGES 25-29 1948-1952	AGES 30-34 1943-1947	AGES 35-39 1938-1942	AGES 40-44 1933-1937	AGES 45 & OVER 1932-	NO AGE GIVEN	TOTAL DISTRICT POPULATION
PINE RIDGE	1119	334	243	172	119	90	78	310	270	2,735
WAKPAMNI	397	139	110	58	43	28	29	183	296	1,283
WOUNDED KNEE	504	135	108	68	69	28	39	123	111	1,185
PORCUPINE	503	148	86	57	54	32	35	125	215	1,255
MEDICINE ROOT	601	220	130	115	69	50	63	216	395	1,859
WHITE CLAY	475	173	103	78	68	50	33	190	143	1,313
LACREEK	288	91	78	73	47	29	33	102	158	899
EAGLE NEST	246	75	55	55	23	19	15	90	277	855
PASS CREEK	219	58	34	34	18	11	10	61	33	478
11-7-77	4,352	1,373	947	710	510	337	335	1,400	1,898	11,862
		1977 CENSUS ADJUSTED TO DISTRIBUTE "NO AGE GIVEN" COLUMN								
Adjusted 1977	5187 (+835)	1638 (+265)	1136 (+189)	842 (+132)	605 (+95)	394 (+57)	392 (+57)	1665 (+265)		11,862
		1967 CENSUS - PINE RIDGE MENTAL HEALTH PROGRAM								
1967	4487	1106	695	541	462	436	366	1708	14	9,815
		PERCENTAGE OF PEOPLE IN EACH AGE GROUP 1967/1977								
PERCENTAGES 7 /67	44% 46%	14% 11%	10% 7%	7% 6%	5% 5%	3% 4%	3% 4%	14% 17%		

WHAT GROWTH CAN THE COLLEGE EXPECT IN THE NEXT SIX YEARS?

Realizing that student forecasting is difficult at best, enrollments being affected so much by financial aide and federal program changes, the Oglala Sioux Community College still wanted a measure of future enrollments. We found the following mathematical formula would best suit our needs in forecasting student growth in the next six years

(Step I:) Stratify the Indian population on Pine Ridge into the following age groups: 15-19, 20-24, 25-29, 30-34, 35-39, 40-44, 45 and over.

(Step II:) Stratify the population of OSCC students, separated into full and part-time, into the age groups listed in Step I.

(Step III:) Calculate the percent of the total Tribal population who are full-time students. Then, calculate the percent of the total tribal population who are part-time students.

(Step IV:) Forecast the Pine Ridge Reservation population for the next six years.

(Step V:) Multiply each forecasted stratified age group population by the percent of full-time students. This gives the number of students in each group for the next year.

(Step VI:) Add the figures for full-time and part-time students together for the total number of expected students.

Following are the computations and the resulting predictions for the next six years.

CHART IV
COLLEGE GROWTH PROJECTIONS
1978-1984

Step I: Reservation Stratified Population
(Adjusted Figures)

0 - 14	5187
15- 19	1638
20- 24	1136
25- 29	842
30- 34	605
35- 39	394
40- 44	392
45 +	1665

Step II: College Stratified Population

	Total Full-Time	Total Part-Time	Total
15- 19	3	6	9
20- 24	38	67	105
25- 29	31	56	87
30- 34	24	42	66
35- 39	10	17	27
40- 44	10	26	36
45 +	14	24	38
	134	234	368

Step III: Percent of Total Population Who Are Students

	Full Time Students	Part Time Students
15- 19	.2%	.4%
20- 24	3.3%	5.9%
25- 29	3.7%	6.7%
30- 34	4.0%	6.9%
35- 39	2.5%	4.3%
40- 44	2.6%	6.6%
45 +	.8%	1.4%

Step IV: Projected Reservation Growth: College Age Residents
(Based upon Average 205 Increase Per Year)

Age Group	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
15- 19	1667	1695	1724	1752	1781	1810
20- 24	1157	1177	1198	1218	1239	1259
25- 29	856	871	885	900	914	928
30- 34	615	626	636	647	657	667
35- 39	400	406	412	418	425	431
40- 44	398	404	410	416	423	429
45 +	1694	1722	1751	1780	1809	1837
TOTAL	6787	6901	7016	7131	7248	7361

Step V: Projected College Center Enrollement: 1978-1984
(Step IV x Step III: Full and Part-Time Students)

FULL TIME STUDENTS

Age Group	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
15-19	3	3	4	4	4	4
20-24	38	39	40	40	41	42
25-29	32	32	33	33	34	34
30-34	25	25	26	26	26	27
35-39	10	10	10	11	11	11
40-44	10	11	11	11	11	11
45 +	14	14	14	14	15	15
SUBTOTALS	132	134	136	139	142	144

PART TIME STUDENTS

Age Group	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
15-19	7	7	7	7	7	7
20-24	68	69	71	72	73	74
25-29	57	58	59	60	61	62
30-34	43	43	44	45	45	46
35-39	17	18	18	18	18	19
40-44	26	27	27	28	28	28
45 +	24	24	25	25	25	26
SUBTOTALS	242	246	250	255	257	262

Step VI: Full + Part Time Projections

1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
374	380	386	394	399	406

FTE PROJECTIONS (Part Time Students = 6.7 hrs. per semester)

	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Full-Time	132	134	136	139	142	144
Part-Time Equivalent	136	138	140	143	144	147
Total FTE	268	272	276	282	286	291

Thus, the formula projects a small, steady growth for the college, in line with population projections. The problem, of course, is that the past college enrollment figures have fluctuated much more than these projected figures do. The figures may be useful, however, as a measure of where the college ought to be in the next few years, if most funding and recruitment factors stay constant.

We are, at least in a limited way, able to have some control over our recruitment policies. However, as could be seen in the information on enrollment fluctuation (page 4) we cannot depend upon funding and employment/training factors to stay constant.

What, then, do we do to protect ourselves from unexpected enrollment fluctuations? The following suggestions, which grew out of discussions with Elgin Bad Wound and Dowell Smith, offer at best only partial solutions. But they do provide ways for us to further stabilize and hopefully increase our enrollment.

1.) Since training clearly leads to jobs and career advancement in many situations, the more closely we work with employers to a) develop career ladders, b) negotiate and account for release time for coursework and to c) keep employees informed of student achievement, the better.

2.) Currently the Manpower training component and the Indian Action Team hire many people into low-skill jobs. Ideally training for skill upgrade accompanies the on-the-job training. However, due to a lack of resources and coordination, this is often not the case. Therefore, we need to work more closely with Manpower and the Indian Action Programs to provide coursework and workshops which compliment and enhance on-the-job skills.

3.) Many, if not most, community colleges serve as a bridge for local high school students who wish to either learn specific job skills in a two-year program or begin a four year college program at home. Many students find that by beginning college at home they can more easily make the high school-college transition.

The Oglala Sioux Community College currently has 9 students in the 17-19 year age bracket enrolled in classes, and only 3 of those are full-time students. Since there are approximately 819 people * in the 17-19 year age bracket we currently have about 1% of that age group enrolled in college, and only .3% enrolled full-time. If we could increase the 17-19 year percentage to 4% we would add about 25 students.

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* This figure was estimated by taking 50% of the total population in the 15-19 year age bracket, 1638.

4.) High School counselors should be encouraged to understand what we have to offer local students, not only as a bridge to four year colleges, but as a degree granting institution geared to provide practical job skills for reservation employment. The importance of our Lakota Studies program should also be stressed to high school seniors since many have mentioned that they desire such course work as part of their education.*

5.) We need a sophisticated public relations campaign to inform target groups on the reservation, as well as the public at large, about our programs. Pamphlets, brochures, T.V. time, talks and demonstrations to groups, would all help keep people informed and would more than likely increase enrollment.

6.) We need more serious attention paid to our inactive students. A report by Vivian One Feather in the Fall of 1977 supplied data on inactive and active students which I then put in chart form below.

STUDENTS WITH DECLARED MAJORS*
ACTIVE AND INACTIVE
1977

A=Active, I=Inactive

	Porcupine		Wounded Knee & Manderson		Kyle		Wanblee		Allen		Martin		Pine Ridge		Oglala		Batesland		Off-Reservation		TOTAL	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
Business	1	3	3	1	0	1	0	0	0	1	4	2	19	20	2	1	0	0	0	2	29	29
Education	19	13	11	9	9	14	10	18	5	7	5	0	19	37	23	15	0	0	1	15	102	113
General Studies	3	0	11	16	6	9	3	4	5	2	3	8	11	42	5	8	4	0	1	6	52	89
Social Services	1	1	3	3	3	2	1	0	0	1	0	1	7	14	0	3	1	0	1	0	17	25
TOTALS	24	17	28	29	18	26	14	22	10	11	12	11	56	113	30	27	5	0	3	23	200	256

* Figures available for largest major fields, all majors are not included.

* Information from an unpublished paper by Elgin Bad Wound, The American Indian Student: From High School to College. April 1978.

Possibly some of these students, whose credit hours range from 0-115 hrs., would continue taking courses if we could learn why they have become inactive.

SOME QUESTIONS-

As mentioned in the introduction I feel this report probably raises as many questions as it answers. I would like to list several questions below in the hopes that the type of data collection represented here can continue in the future in a more in-depth and mathematically sophisticated way:

1.) What methods are currently being used in other colleges to systematically collect data on student enrollment in individual courses as well as on an overall basis? Are there possibly more streamlined methods we could employ to have such data more readily accessible?

2.) Why have our inactive students stopped taking classes? Are there things which could be done to draw them back into the College?

3.) Why has our retention rate dropped?

4.) Why aren't we growing steadily as the population grows?

5.) Why don't we have more students in the 17-19 year age bracket? What factors keep them from taking classes with us?

6.) Why have we had a consistently higher precent of women as students? What factors are influencing this trend?

7.) What effect will the proposed move to Kyle have upon enrollment?

8.) Can we anticipate future employment and financial aide changes?

Obviously, to answer any of these questions in depth takes not only time and energy, but relatively sophisticated research techniques. If the College is to systematically grow and plan for the future, however, these questions need to be seriously considered.

APPENDIX

A Shannon County school census report which lists the number of people (Indian and Non-Indian) in each age group from 1 to 20 years old follows. The totals seem to indicate a gradual decrease in the number of children born each year in the county. Whether this is, in fact, a reservation wide trend, is not known at this time. Comparative data for the entire reservation was not available.

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14-16. FORM 1 — SCHOOL CENSUS REPORT. (Revised 1976) Educator Supply & Printing Co., Mitchell, S. D.

YEAR 197 7

SCHOOL CENSUS REPORT

School Dist. Shannon County No. 65-1, County Shannon Bette Johnson Batesland, S.
Name of School District Clerk. Address of School District Clerk.

COPIES OF CENSUS: One copy is to be filed for each county in which the school district has land area. Copies of each county census shall be fil with the Commissioner of School and Public Lands by the first day of July. The Business Manager is to retain a copy for each county fo a school district's composite of all enumerated children under twenty-one years of age who have residence with the school district (SDCL 13-13, 13-22 and 13-28).

LEGEND: TO COLUMN NUMBERS ON SCHOOL CENSUS NAME SHEETS

COL. NO.

1 NUMBER — This column shows the number of census children listed on page.

2 SCHOOL CENSUS RESIDENTS — List names of all children under 21 years of age on October 31st of the year in which the census is bei taken and who had school residence in the district on the 1st day of April.

3 DATE OF BIRTH — Show the month, day and year.

4 PLACE OF BIRTH — Show town or city and state. (IF FOREIGN BORN LIST NAME OF TOWN AND COUNTRY.)

5 SEX — M — Male, F — Female.

6 AGE — List age which the child will be on the 31st day of October of the year in which the census is being taken.

7 ACTUAL RESIDENCE — Indicate whether the child is: A — Living with both parents, B — Living with father, C — Living with mother, D — Li ing with Guardian or some person who supports the child, E — Boarding away from home to attend school, F — Temporarily employed aw from home, G — Military Service, H — Emancipated and entirely self supported twelve months out of the year.

8 NAME OF PARENT OR GUARDIAN — Give name of parent or guardian. If child is emancipated give name of person with whom child is stayi

SUMMARY OF SCHOOL CENSUS TOTALS

AGE	Under 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Male	12	81	68	66	77	112	134	146	138	140	141	162	165	132	146	147	135	160	113	103	88	2466
Female	15	58	60	77	97	106	116	147	124	128	124	125	124	141	121	128	132	128	109	98	69	2227
TOTAL	27	139	128	143	174	218	250	293	262	268	265	287	289	273	267	274	266	288	222	201	157	4693

TOTAL OF LEGAL SCHOOL AGE (5 - 18) 3722

I hereby certify that the within census is a true and correct enumeration of all persons under twenty-one years of age, who had school residence the above named county, Shannon School district on the first day of April, 1977. Bette Johnson
Signature of Business Manager.

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